

Social Studies in the Elementary School

SSE 3312- Fall 2015



UCF

** The instructor reserves the right to revise the syllabus as needed at any time!*

Department:	School of Teaching, Learning & Leadership
Program:	Elementary Education
Course Credit:	3 hours
Lecturer:	Dr. Lee-Anne T. Spalding
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Office:	Education Complex 315-C
Office Hours:	By appointment: Monday/Tuesday/Thursday 2:00-4:00 (Virtual office hours as needed)

Course description and goals:

The purpose of this course is to expose students to experiential based social studies education. My hope is that you will leave this class with a broadened definition of social studies education. The challenge will be to move beyond textbook driven curriculum and begin to develop a responsive approach to teaching social studies. We will examine the concept of the classroom being a microcosm of society and how this benefits social studies education. You will also be exposed to children's literature that helps build schema for social studies learning and activities that help build classroom community. We will also study and discuss how the culture of the classroom dramatically affects classroom behavior. Reading strategies that are essential in content area reading along with the tools that are helpful to students as they navigate through nonfiction and social studies fictional text will be discussed at length.

IMPORTANT:

As of Fall 2014, all faculty are required to **document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week** of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

- Go to the myUCF portal (<https://my.ucf.edu>) and click the Webcourses@UCF button in the left side of the screen.
- Log in with your NID and NID password. Access each course by selecting it in the "Courses" dropdown menu at the top of the page. View the [Webcourses@UCF Login demo](#) for more information.
- Click on Assignments for this class.
- If you do not see our course listed, check in myUCF (<https://www.my.ucf.edu>) to make sure that you are registered. If you are successfully registered, please wait 24 hours before contacting me to make sure that your access isn't just delayed.

Elementary Education Program Goals (revised Fall 2014):

The UCF Elementary Education program is devoted to the development of all children as 21st Century learners, thinkers, and creators of new knowledge. As a professional preparation program, elementary education focuses on the preparation of teachers who collaborate and participate in action-research, data informed instruction, and continuous professional development to create effective learning environments that demonstrate high expectations, knowledge of child development, deep subject knowledge, and research-based pedagogy and are focused on the development of creative and critical thinking.

Elementary Education Program Expectations (revised Fall 2014):

Teaching is a profession; therefore, *let's please* strive to:

- Treat each course as though you are interviewing for your first career position in the teaching profession.
- Maintain a professional attitude: preparedness, attendance, attention, and appearance. (Professional dress, as though in internship, *not /may be* required for courses or for some days within courses.)
- Collaborate with others. Your future administrators and peer teachers will expect you to value and exhibit collegiality and positive attitudes toward others.

- Communicate effectively through oral and written language. Please review mechanics and conventions of language. Online sources include Purdue Online Writing Lab (OWL), APAstyle.org (grammar and usage); print sources include writing handbooks (ex: Writers Express, Elements of Style).
- Become an expert in all elementary curriculum areas; this may mean reviewing and refreshing knowledge of concepts you have not thought about since you were in elementary school. (Elementary curriculum areas: language arts/reading, mathematics, science, social studies, arts, and health and wellness.
- Learn as much as you can every moment; take notes, ask questions, think, connect, and reflect!

College of Education and Human Performance and School of Teaching, Learning, and Leadership: The elementary education program is housed in the School of Teaching, Learning, and Leadership in the College of Education and Human Performance. Please visit the college website to learn more about this “family” to which you will belong throughout your program:

www.education.ucf.edu.

Click on “For Students” tab, and explore. Visit “Clinical Experiences”; learn about the student teaching handbook. Also, from the college home page, click on “Accreditation” and then “Resources” to learn about our conceptual framework, Code of Professional Conduct, and competencies and standards for which you will be held accountable as professional teachers in Florida:

<http://education.ucf.edu/aadm/resources.cfm>

Please note: All students must apply and be approved for Internships I and II.

Deadline dates, applications and instructions are available through the Office of Clinical Experiences at

<http://education.ucf.edu/clinicalexp/>

For fall internships the application deadline is February 15 and for spring internships, the deadline is September 15.

For catalog year 2014 and beyond, passing scores on all sections [General Knowledge, Professional, and Subject Area (Elementary Education K-6)] of the Florida Teacher Certification Examination (FTCE) are required prior to entry into Internship II.

Harassment Statement: Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

Course Objectives:

Objectives meet the standards established for the following:

- FEAP Florida Educator Accomplished Practices
- PEC Professional Education Competencies
- FSAC Florida Subject Area Competencies: EE = Elementary K-6
- ACEI Association for Childhood Education International
- ESOL English for Speakers of Other Languages

Following completion of the course students will have the ability to:

1. define social studies and describe Florida Sunshine State Social Studies Standards and national standards projects appropriate to the elementary school curriculum; (**FEAP A.1.a**; FSAC-EE 13, 14, 15, 16, 17; ACEI 2.4; **ESOL 3.2, 4.1, 4.2**) (textbook readings/homework sheets)
2. understand the key concepts and generalizations in history, geography, civics, and economics appropriate for teaching elementary social studies.; (**FEAP 1.B.2**; FSAC-ESS 2, 3, 4, & 5; ACEI 2.4) (textbook readings/homework sheets)
3. apply a variety of instructional strategies for the teaching of elementary social studies to diverse learners; (**FEAP A.1.c, A.3.g, A.3.h**; FSAC-ESS 1.1, 1.2; ACEI 2.4, 3.2; ESOL 1.1) (unit plan)
4. display competencies in creating multicultural and democratic classrooms necessary for developing effective citizenry; (**FEAP A.2.h, A.2.d**; ESOL 1.1) (unit plan)
5. organize and lead small and large group discussions that promote the social, moral, and emotional development of students as decision-makers; (**FEAP A.3.f, A.3.b**) (homework sheet discussions/class meetings)
6. use the various tools (maps, primary and secondary sources, etc) and technologies for organizing, analyzing, interpreting, and presenting social studies information; (**FEAP A.1.f, A.3.g**; FSAC-ESS 1.1, 1.2; ACEI 2.4; **ESOL 3.3**) (unit plan)
7. use a variety of formative, summative, and reflective assessment techniques in planning and evaluating elementary social studies instruction; (**FEAP A.4.a-c**; FSAC-ESS 1.3; ACEI 4; **ESOL 5.3**) (textbook readings/unit plan)
8. use content material, concepts, vocabulary, and terminology appropriate for social studies (**FEAP 1.b.2**; ACEI 2.4) (textbook readings/homework sheets)
9. utilize appropriate and creative use of instructional technology, media, and materials as tools to enhance student learning as well as select, evaluate, and use educational software for social studies; (**FEAP A.3.g**; PEC 14; ACEI 2.4; **ESOL 3.3**) (unit plan)
10. prepare integrated model lesson plans that are standards-based, creative, developmentally appropriate, able to encourage students to be adaptable, flexible, and resourceful, and have modifications for English language learners at various level of English proficiency; (**FEAP A.3.a, A.3.b**; FSAC-ESS 1.2; ACEI 2.4;) (unit plan)

11. discuss the impact of diversity, including differences due to culture, ethnicity, native language, socioeconomic status, gender, and exceptionalities; (ACEI 2.4, 3.2; **ESOL 1.1**) (textbook readings/ESOL Response Paper)
12. incorporate a global perspective into educational practice and thought; and explore the importance of civic education for a free, democratic society. (ACEI 2.4, 3.2) (textbook readings/homework sheets)

ESOL Standards Addressed: 1.1, 3.2, 3.3, 4.1, 5.3

*For more information about your TESOL Notebook and ESOL Performance Profile (EPP) please go to:

<http://education.ucf.edu/wle/program.cfm>

Required Text and Reading

Required Text:

Chapin, June R. (2013). Elementary Social Studies: A Practical Guide. 8th Ed. Upper Saddle River, NJ: Pearson

NOTE: The digital version of the text can be purchased at: <http://www.pearsonmylabandmastering.com/>

Email me for more specific information on purchasing the eText version of our textbook.

ESOL article – see the *Assignment Information* page of the wiki!

Supplemental/**STRONGLY** recommended: [Social Studies Content for Elementary and Middle School Teachers \(2nd Edition\)](#) by Penelope J. Fritzer and Ernest Andrew Brewer (Feb. 23, 2009)

- ☺ A variety of social studies related children's books
- ☺ Other appropriate readings provided by the instructor
- ☺ Various online resources- www.teachsocialstudies.wikispaces.com

Use your smart phone to scan this QR code that will take you directly to my site!



Other materials:

One pocket folder for point sheet/schedule, homework and submission of assignments *(to be kept by instructor after each class)*

Square post-it notes

Various materials for projects/Unit Plan – TBD

Academic Course Assignments

PLEASE proofread all work prior to submission for errors. Multiple errors will result in the loss of a letter grade for that assignment! All assignments must be completed/submitted in order to pass the course!

Readings/HW Sheets/LiveText/Attendance/Participation (35 points): All course readings **must be done prior** to each class meeting as requested on the point sheet/schedule document. Information related to the readings will be addressed through homework sheets and class activities. I recommend that you document your thoughts and understandings of the textbook readings by taking notes. Students will use homework sheets/readings to participate in partner/class discussions. For this reason, **homework sheets must be submitted on time and will NOT be accepted after the due date.** The point sheet/schedule and homework sheets will be used to document attendance and monitor student participation and learning on a weekly basis. **Failure to submit your LiveText Key Assignment ON TIME (noted below) will have a negative effect on your participation grade in this course.**

Journal Article Review/ESOL (10 points): *ESOL standards (old- 2, 7): 1.1, 3.3*

LiveText KEY Assignment (see rubric below)

First read: The Code of Ethics (3) and Principles of Professional Conduct (5) at http://www.fldoe.org/edstandards/code_of_ethics.asp

Then print/read the journal article on the Assignment Information page of the wikispace. Using the 3R format reflect on the required reading (no more than 2 pages in length; DS). First, you should REACT to the article. This requires you to agree or disagree, at least in part, to the author's main points. You should base this reaction on your personal and practical experiences as well as, adherence to and valuing of the tenets of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida. Second,

you should discuss the **RELEVANCE** of the reading to social studies instruction. Finally, you should discuss how the reading will affect your practice as a classroom teacher (**RESPONSIBILITY**), specifically in regards to approaches taken with ESOL students while naturally considering your ethical responsibility to educate all of your students.

	DEMONSTRATED	NOT DEMONSTRATED
Ethics FEAP A.3.a, A.3.b ESOL 1.1, 3.3	<p>*Personal responses are clear, well-reasoned, tied into the author's ideas and demonstrate reflective thinking.</p> <p>*Responses SPECIFICALLY note ethical responsibility and adherence to the Code of Ethics and Principles of Professional Conduct.</p> <p>*The response includes relevance to social studies instruction and the ELL.</p> <p>*Classroom application is noted in a thoughtful manner.</p> <p>*The response is FREE of error.</p>	<p>*Personal responses are NOT clear, well-reasoned or tied into the author's ideas, and do not demonstrate reflective thinking.</p> <p>*Responses do not note ethical responsibility or adherence to the Code of Ethics and Principles of Professional Conduct.</p> <p>*The response does not include relevance to social studies instruction or the ELL.</p> <p>*Classroom applications are not noted or are not well thought out.</p> <p>*The response contains multiple errors.</p>

Artifact "Bag"/Internet & App Search/Literature List (10 points): Focusing on the central social studies theme or topic chosen for your 5 day Integrated Thematic Unit Plan, locate:

- three artifacts/artifakes, images, video clips, photographs, etc. (2/3 tangible artifacts must be included with a description of the item written on the point sheet provided). For in class purposes, bring a small "bag" with your artifacts inside, to share with a small group. Be ready to explain how these artifacts *could* be used to introduce/teach necessary concepts to students and ideas for how you would use them in your unit plan to entice, motivate, and educate your students!
- three internet sites and two apps that will enhance your knowledge of the subject area and/or be of use to your future students. Compile the sites and apps typed on the assignment page. Include the **name of site (app)**, **website address (Apple or Android)** and a **brief summary** of what the site provided/what the app can do.
- four books (*this could include the use of other multiple media materials like DVD's*) that could be used in your unit to provide knowledge to you and your students in this content area: include the **title**, **the author**, and a **brief summary** of the book. Add these resources to the typed page you began for the internet search. Be sure to choose books from a variety of genre which should include but not be limited to historical fiction, nonfiction, and biography.

On the due date, bring the hard copy of the assignment sheet with all necessary components and the artifact "bag" for a small group sharing session. Later, upload your artifacts (photos)/ internet and app search/literature list to your group's WIKI, being sure to identify your artifacts with a personal name header! (*Further explanation will take place in class.*)

Integrated Thematic Unit Plan Group Project (Final) (25 points):

ESOL standards (old- 6, 12, 14, 16, 18, 20): 1.1, 3.2, 3.3, 4.1, 4.2, 5.3

After an in class study of the various standards and themes needing to be taught to Elementary age students in the area of social studies, students will group together in cooperative grade level groups (4-5 members), to create an integrated thematic unit. The "group" part of this project is meant to simulate that of team planning sessions that you will become a part of once you enter the field of education. It is my expectation that all members of the group pull their own weight in order to foster the positive work environment needed on grade level teams! *Individuals not doing so, will receive less credit than others who worked cooperatively and equitably with the group to produce an outstanding final product that could be used by many, once in the education field.* Each group will be required to create a Weebly (collaborative website) in order to facilitate information exchange and ultimately, a 5 day cohesive unit plan. This Weebly will include the following pages: Home, Design for Instruction, 1. Artifacts, 2. Internet & App Sites, 3. Literature List, 4. Five Day Unit Plan. Use and submit the Design for Instruction Sheet to outline your unit plan. The 5 day integrated social studies unit should include but not be limited to: use of lesson plan template provided, portfolio/class book type sample (samples will be shared in class), read alouds, shared reading (K-2), BDA reading strategies, integrated language arts related activities- reading, writing, listening, speaking, visually representing, music/movement/art, cooperative groups, independent work, partner/buddy reading, peer response/editing, literature circles, group (inquiry) investigations, technology, centers, etc. Print **one** hard

copy of your 5 day plan (with necessary samples) and upload all components (noted in above assignments) of the unit plan to your group's WIKI. You will present in PROFESSIONAL DRESS, your unit plan using your WIKI-Weebly site, sample artifacts, books, portfolio/class book samples, etc. *(Further explanation will take place in class and will be provided via the Unit Plan Rubric.)*

Required/Choice Assignments:

Choose from the following activities to equal a possible (maximum) 10 points.

If you would like to attend more than one event, select one to submit for a grade.

Deerwood Elementary- Boots on the Ground Volunteer (10+1) points: Sign up to be a school volunteer on the Orange County Public School website at: <https://www.ocps.net/es/cr/resources/pages/volunteeronlineapplication.aspx>
Commit to volunteering 5 times in a third grade class during the Fall 2015 semester. More information about this choice assignment will be shared in class.

Read for the Record 2015 (10 points): Be a part of the 5th Annual Read for the Record Event at UCF! Plan to read the story *Not Norman: A Goldfish Story* by Kelly Bennett/Noah Z. Jones2 Participate in the national event on our campus on Oct. 22, 2015 from 9:15-1:00. **You can't skip any other class to participate.* Be ready to read to and work with Pre-K 4 year olds in learning stations throughout the morning. Prior to the event preview the book and event at:

<http://kellybennett.com/not-norman/> In addition, pledge to read to a child you know (or many) on the Read for the Record Site: <http://www.jstart.org/campaigns/read-not-norman-online> More information will be shared in class as the date of the event nears.

Orange County Regional History Center Field Trip (10 points): Attend the History Center field trip (DATE TBD) from 11:00-1:00 located at 65 East Central Boulevard Orlando, FL 32801 Phone: 407.836.6749. Arrive on time, pay admission (\$7) and parking fee, sign in, stay for the entire time period and ENJOY THE LEARNING EXPERIENCE! For more information about the OCRHC see: www.thehistorycenter.org

BIO CUBE Project (5+1 points):

Read one of the very popular children's books from the *Who Was...?* series published by Scholastic about a historically significant individual. See the website below for examples. Many of these books are available for checkout in the CMC.

http://www.scholastic.com/browse/search/teacher?VT=1&channelOnly=false&Nty=1&Ntx=mode+matchallpartial&N=fff&Ntk=SCHL30_Shop_SI&query=%22Who+Was%22&N=2618&No=0&Ntt=%22Who+Was%22

After reading the book, go to Read Write Think (link below) and create a bio cube about your historically significant person. Once completed, bring your book and bio cube to class for a short informal sharing session.

http://www.readwritethink.org/files/resources/interactives/cube_creator/

Geocaching @ UCF (5 points):

<http://www.geocaching.com/>

Go to the home page of this site above and click on Partnering and then Geocaching and EDUCATION to learn as much as you can about this worldwide scavenger hunt and how it can be used to teach!

http://www.geocaching.com/seek/cache_details.aspx?guid=bf9e610c-268b-489e-8f46-86b9d9b0bfce

Then go to this site above, watch the short video and read the description of this cache at UCF's Arboretum (one of 7 cache's on the 84 acre property on UCF's campus). Meet the instructor in the parking lot of the UCF softball field (DATE/TIME TBD) ready to search for the cache. Depending on how long it takes us to FIND the cache, we may attempt another cache nearby (allow for no more than two hours for this assignment). Please wear clothing and shoes appropriate for hiking. Downloading the Geocaching APP (\$10) and creating an account is preferred but not mandatory as the instructor has a subscription.

Note: If you are unfamiliar with the geographic coordinate system (latitude and longitude), click here to read a short explanation: http://en.wikipedia.org/wiki/Geographic_coordinate_system

H.A.P.P.Y Hour Session (5 points each): Attend two of the many H.A.P.P.Y hour sessions being provided by various faculty and local area teachers this semester. After attending the workshop, go to the H.A.P.P.Y. Hour website and evaluate the workshop. At that time you will receive a certificate of attendance; print this along with your one page reflection (3R) for each session and include any handouts received at the sessions. Please see the HAPPY Hour website for a detailed schedule of upcoming workshops. <http://education.ucf.edu/happyhour>

Note: No points will be awarded for this assignment to anyone who does not have the certificate printed along with the reflection.

Extra Credit (1 point):

Collect ten Box Tops for Education. Trim them and place them in a small plastic baggie labeled with your name and the number 10. Place them in your folder for credit no later than the second to last class of the semester.

Evaluation and Grading System

Points will be assigned as outlined in the Course Requirements section/Point Sheet Schedule. My goal is for everyone in this class to perform at outstanding levels and earn an A. **If you come to class, do the work, participate in class activities and hold high standards for yourself and the profession this should not be a problem.**

The final grade for the course is based on the following criteria (+/- grading scale):

94%-100% = A (Extraordinary work, one or no absences, extra effort on all assignments, outstanding professionalism)

90%-93% = A- (Very good work, one or more absences or tardies, some extra effort, consistent professionalism)

87%-89% = B+ (Very good work, more than one absence or numerous tardies, some extra effort, consistent professionalism)

84%-86% = B (Very good work, multiple absences or tardies, consistent professionalism)

80%-83% = B- (Good work, multiple absences or tardies, average professionalism)

77%-79% = C+ (Average work, multiple absences or tardies, average professionalism)

74%-76% = C (Average work, absences, tardies, average effort, average professionalism)

70%-73% = C- (Below average work, absences, tardies, below average effort, below average professionalism)

Because I believe children deserve better than below average teachers, no grades of D will be assigned.

BELOW 70% = F

Please note:

- **Format:** Unless otherwise noted, all written assignments must be word-processed and professionally presented.
- **Quality:** Work is expected to be thoughtful, reflective and of high quality in terms of both content and presentation. Work that does not meet the established criteria will be noted and will not receive full credit. This may result in a lowered grade.
- **Timeliness:** All assignments are expected to be handed in on time, in your folder on the day on which the assignment is due. Late homework assignments are not accepted and will result in a loss of points. Other assignments that are turned in later than one week after the due date must be submitted however will receive minimal if any, points.
- **Completion of Assignments:** Students must complete **ALL** of the required assignments in order to receive a passing grade in the course. The LiveText Key assignment must be uploaded to LiveText by the due date provided in class as this is a **GRADUATION REQUIREMENT. Points will be deducted for late and/or non-uploaded assignments!**
- **Policy Regarding Attendance, Participation, and Administrative Requirements:** You are enrolled in the Elementary Education program because you are preparing for the profession of teaching children. You will touch the lives of many children throughout your career. The transition from being a student to becoming a teacher begins by approaching courses in a professional and responsible manner. Pre-service teachers do not look at teacher education courses with the purpose of "getting a good grade" or "getting by." It is expected that each of you will demonstrate interest, enthusiasm, and professionalism in all your courses. Two key components of professionalism are attendance and participation. You will be assessed with regard to these. There are no excused absences. You may miss one class for any reason. Each absence beyond this one will result in a loss of points/letter grade. **THREE OR MORE ABSENCES COULD RESULT IN COURSE FAILURE!** Chronically arriving late and/or leaving prior to the end of the class will reflect as an absence. Students who disrupt the class process by repeatedly leaving and returning to class, chatting with neighbors, doing work not related to the class or sleeping may also have the final letter grade reduced. **I believe that you are dedicated to becoming the best teacher possible and to that end, this component will not become an issue for you.**
***Again missing three or more classes will result in loss of all attendance/participation points and may result in course failure.**
- **Harassment Statement:** Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties. (added 1-15)
- According to UCF **Golden Rule** guidelines, academic dishonesty/cheating, which includes plagiarism, is a violation of student academic behavior standards and is subject to academic and/or disciplinary action. Such behavior is also a violation of the College of Education's Professional Code of Conduct.
- **Make up Exam Policy:** Students should contact their professor as soon as possible if circumstances beyond their control mandate that they are not available for exams. Students and professors will work together to find a time and arrangements that are agreeable to both parties.
- **Students with Disabilities:** The University of Central Florida is committed to providing reasonable accommodations or all persons with disabilities. **Students with disabilities** who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Student who need accommodations must be registered with Student Disability Services, Student Resources Center Room 132, phone 407-823-2371, TTY/TDD only phone 407-823-2116, before requesting accommodations from the professor.
- **College of Education Conceptual Framework:** <http://www.education.ucf.edu/ConceptFramework.cfm>
- **This course will include Z Grades for academic dishonesty when applicable:** <http://z.ucf.edu/>